



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12411661
SAU: MSAD 47
School: James H Bean School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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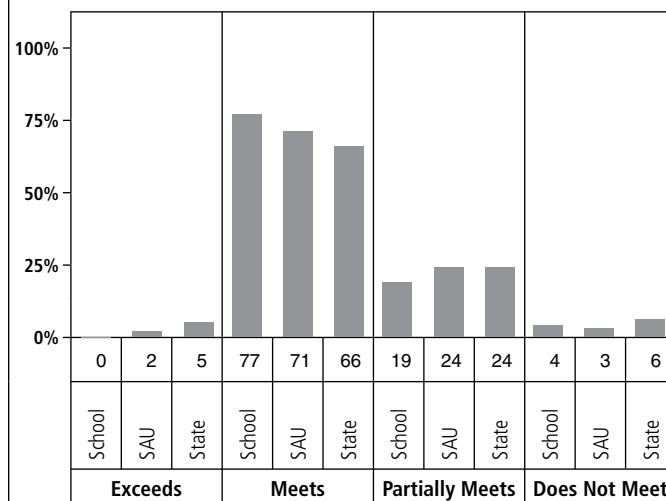
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

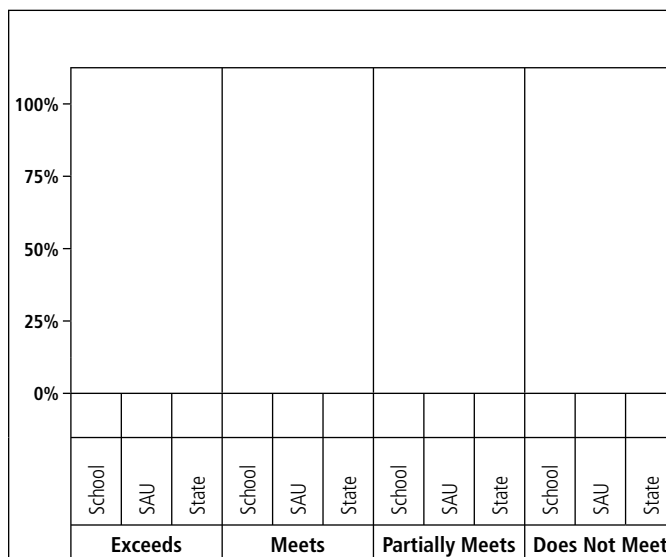
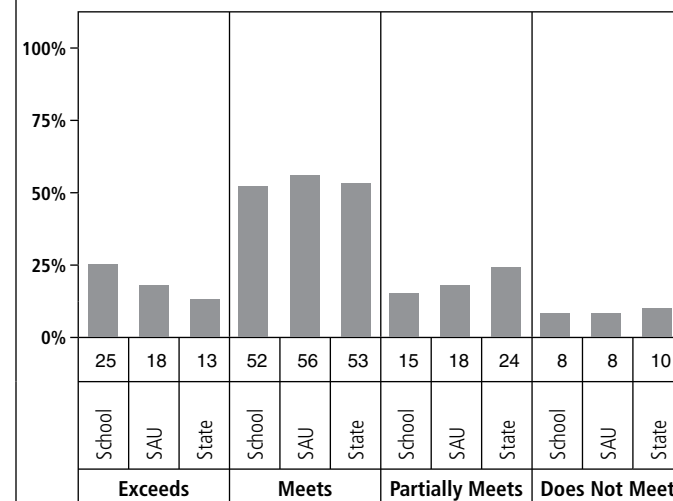
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	446	446	445
2007–2008	448	446	445
2008–2009	447	446	446
Cum. Avg.*	447	446	445
Mathematics			
2006–2007	445	446	445
2007–2008	449	449	445
2008–2009	450	449	446
Cum. Avg.*	448	448	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	52	100	159	100	13805	100	52	100	158	99	13737	100	52	100	158	99	13746	100						
Ethnicity African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	0	0	1	1	125	1	0	0	1	100	124	99	0	0	1	100	124	99						
Asian or Pacific Islander	0	0	5	3	229	2	0	0	5	100	223	97	0	0	5	100	227	99						
Hispanic	0	0	1	1	149	1	0	0	1	100	148	99	0	0	1	100	148	99						
Caucasian/White	52	100	152	96	12883	93	52	100	151	99	12832	100	52	100	151	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	8	15	21	13	2383	17	8	100	21	100	2366	100	8	100	21	100	2364	99						
Current LEP	0	0	3	2	377	3	0	0	3	100	362	96	0	0	3	100	373	99						
Economically disadvantaged	14	27	55	35	5819	42	14	100	55	100	5782	99	14	100	55	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	33	63	124	78	10439	76	37	71	127	80	10471	76						
Identified disability (PET/IEP)	0	0	3	2	351	3	1	3	4	3	367	4						
LEP	0	0	2	2	171	2	0	0	2	2	172	2						
504 plan	1	3	1	1	92	1	1	3	1	1	90	1						
Participation with accommodations	19	37	34	21	3142	23	15	29	31	19	3138	23						
Identified disability (PET/IEP)	8	42	18	53	1860	59	7	47	17	55	1860	59						
LEP	0	0	1	3	186	6	0	0	1	3	198	6						
504 plan	0	0	1	3	71	2	0	0	1	3	73	2						
Other	11	58	14	41	1060	34	8	53	12	39	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	1	1	57	0	0	0	1	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	4	7	6	4	507	4
	2007-2008	1	2	5	3	559	4
	2008-2009	0	0	3	2	672	5
	Cum. Total*	5	3	14	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	31	55	106	66	8749	63
	2007-2008	43	75	135	69	8308	59
	2008-2009	40	77	112	71	8917	66
	Cum. Total*	114	69	353	69	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	15	27	37	23	3467	25
	2007-2008	12	21	49	25	3922	28
	2008-2009	10	19	38	24	3241	24
	Cum. Total*	37	22	124	24	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	6	11	11	7	1165	8
	2007-2008	1	2	8	4	1264	9
	2008-2009	2	4	5	3	751	6
	Cum. Total*	9	5	24	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.4	67.5	31.9	66.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.4	68.3	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.0	66.7	15.9	66.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	0	0	40	77	10	19	2	4	447	158	2	71	24	3	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	0										1						122	1	59	34	6	444
Asian or Pacific Islander	0										5	0	80	20	0	448	221	9	62	22	7	447
Hispanic	0										1						146	1	64	28	6	445
Caucasian/White	52	0	0	40	77	10	19	2	4	447	151	2	72	23	3	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	4	50	2	25	2	25	439	21	0	24	57	19	437	2211	1	39	42	18	439
No	44	0	0	36	82	8	18	0	0	448	137	2	78	19	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										3						357	3	42	36	19	440
No	52	0	0	40	77	10	19	2	4	447	155	2	72	23	3	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	14	0	0	8	57	5	36	1	7	444	55	2	51	40	7	444	5677	2	57	32	9	443
No	38	0	0	32	84	5	13	1	3	448	103	2	82	16	1	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	52	0	0	40	77	10	19	2	4	447	158	2	71	24	3	446	13575	5	66	24	6	446
Gender																						
Female	26	0	0	21	81	4	15	1	4	447	80	4	75	19	3	448	6580	7	68	21	5	448
Male	26	0	0	19	73	6	23	1	4	447	78	0	67	29	4	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	7	70	3	30	0	0	448	31	0	55	42	3	443	2127	1	48	42	9	441
No	42	0	0	33	79	7	17	2	5	447	127	2	75	20	3	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	4										5	0	100	0	0	454	324	27	72	1	0	458
No	48	0	0	36	75	10	21	2	4	446	153	2	70	25	3	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 92 6 0	0 0 0 0	0 0 0 0	0 39 1 1	0 81 33 33	0 8 2 2	0 17 67 67	1 1 0 0	100 2 0 0	430 448 439 439	4 89 5 1	0 2 0 0	14 74 75 50	57 22 25 50	29 1 0 0	435 447 446 442	4 75 18 2	2 5 5 3	45 67 67 45	36 23 23 36	17 4 5 16	441 447 447 442
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	33 43 20 4	0 0 0 0	0 0 0 0	16 18 6 0	94 82 60 0	1 4 3 1	6 18 30 50	0 0 1 1	0 0 10 50	450 448 442 435	39 45 13 3	5 0 0 0	72 76 65 40	20 24 30 40	3 0 5 20	448 447 442 442	40 45 13 2	8 3 1 0	71 66 54 39	17 25 35 42	4 5 10 19	449 446 442 439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 52 10 6	0 0 0 0	0 0 0 0	14 20 3 3	82 74 60 100	3 5 2 0	18 19 40 0	0 2 0 0	0 7 0 0	448 447 442 449	32 54 8 6	0 4 0 0	71 75 67 44	29 18 33 44	0 4 0 11	447 447 444 441	31 53 11 4	8 4 2 1	69 68 54 39	19 23 35 40	4 4 10 20	448 447 442 439
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 65 19	0 0 0	0 0 0	4 28 8	50 82 80	4 5 1	50 15 10	0 1 1	0 3 10	442 447 449	17 62 21	0 3 0	62 74 70	31 21 27	8 1 3	443 448 446	19 63 18	4 6 4	54 69 68	31 22 23	11 4 5	443 447 446
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	16 37 47	0 0 0	0 0 0	6 13 20	75 68 83	1 6 3	13 32 13	1 0 1	13 0 4	445 446 448	12 50 38	0 0 5	68 73 71	21 26 22	11 1 2	443 446 448	13 52 35	0 4 9	39 69 72	43 24 16	17 4 3	439 446 449
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 65 13 10	0 0 0 0	0 0 0 0	4 29 4 3	67 85 57 60	2 5 2 1	33 15 29 20	0 0 1 1	0 0 14 20	445 449 443 442	19 58 15 8	7 1 0 0	60 79 70 46	33 19 26 38	0 1 4 15	448 447 444 442	21 55 13 11	8 5 2 1	68 70 57 51	19 21 33 37	5 4 8 11	448 447 443 442
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	18 26 56	0 0 0	0 0 0	4 11 24	44 85 86	5 1 3	56 8 11	0 1 1	0 8 4	444 447 448	18 19 64	0 4 1	44 75 78	52 14 20	4 7 1	442 447 447	25 24 51	3 4 7	59 64 70	30 26 20	8 6 4	444 445 448
Optional school/SAU question A. B. C. D.	0 0 100 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	444 444 444 444	7 26 33 33	0 0 4 0	80 74 67 71	20 26 29 21	0 0 0 8	447 445 446 446						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	6	11	10	6	1054	8
	2007-2008	5	9	22	11	1321	9
	2008-2009	13	25	28	18	1712	13
	Cum. Total*	24	15	60	12	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	28	50	100	63	7394	53
	2007-2008	39	68	122	62	7079	51
	2008-2009	27	52	89	56	7270	53
	Cum. Total*	94	57	311	60	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	15	27	35	22	3729	27
	2007-2008	11	19	42	21	3955	28
	2008-2009	8	15	28	18	3219	24
	Cum. Total*	34	21	105	20	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	7	13	15	9	1735	12
	2007-2008	2	4	11	6	1642	12
	2008-2009	4	8	13	8	1408	10
	Cum. Total*	13	8	39	8	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	33.1	69.0	32.4	67.5	30.8	64.2
A. Number	20	42	14.0	70.0	13.3	66.5	12.5	62.5
B. Data	8	17	5.5	68.8	5.5	68.8	5.3	66.3
C. Geometry	10	21	7.1	71.0	7.0	70.0	6.5	65.0
D. Algebra	10	21	6.5	65.0	6.6	66.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 47
 School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	13	25	27	52	8	15	4	8	450	158	18	56	18	8	449	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	0										1						123	12	46	28	13	445
Asian or Pacific Islander	0										5	0	80	20	0	449	225	22	45	20	12	448
Hispanic	0										1						147	3	58	30	10	443
Caucasian/White	52	13	25	27	52	8	15	4	8	450	151	19	56	17	9	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	8	2	25	0	0	3	38	3	38	437	21	10	14	29	48	433	2227	3	34	33	30	437
No	44	11	25	27	61	5	11	1	2	453	137	19	63	16	2	451	11382	14	57	22	7	448
Current LEP																						
Yes	0										3						370	7	35	31	27	439
No	52	13	25	27	52	8	15	4	8	450	155	18	56	17	8	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	14	0	0	8	57	4	29	2	14	440	55	5	51	25	18	443	5704	6	48	30	16	442
No	38	13	34	19	50	4	11	2	5	454	103	24	59	14	3	452	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	52	13	25	27	52	8	15	4	8	450	158	18	56	18	8	449	13603	13	53	24	10	446
Gender																						
Female	26	4	15	15	58	5	19	2	8	449	80	14	61	16	9	449	6591	12	54	24	11	446
Male	26	9	35	12	46	3	12	2	8	451	78	22	51	19	8	449	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	1	10	6	60	3	30	0	0	444	31	3	39	48	10	441	2131	3	41	38	18	440
No	42	12	29	21	50	5	12	4	10	452	127	21	61	10	8	451	11478	14	56	21	9	448
Gifted/talented program																						
Yes	4										5	60	40	0	0	464	324	64	34	2	0	464
No	48	10	21	26	54	8	17	4	8	449	153	16	57	18	8	449	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	412	4	0	14	14	71	427	4	4	37	30	28	438
B. less than one hour	92	13	27	26	54	6	13	3	6	452	89	19	59	17	5	450	75	13	55	23	9	447
C. one to two hours	6	0	0	1	33	2	67	0	0	438	5	13	50	38	0	448	18	12	54	24	10	446
D. more than two hours	0										1	0	100	0	0	452	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	7	47	5	33	2	13	1	7	457	31	37	45	12	6	455	37	22	56	16	7	451
B. good	62	6	19	21	66	3	9	2	6	450	55	11	67	16	6	449	45	9	56	25	9	446
C. fair	4	0	0	0	0	2	100	0	0	435	11	0	41	41	18	439	14	3	46	34	17	440
D. poor	6	0	0	1	33	1	33	1	33	429	3	0	50	25	25	434	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	5	28	9	50	3	17	1	6	451	35	20	51	22	7	449	35	19	56	19	7	450
B. They match some of what I have learned.	58	8	27	16	53	4	13	2	7	452	54	20	60	15	5	451	51	11	56	25	8	446
C. They match just a little of what I have learned.	2	0	0	1	100	0	0	0	0	444	8	0	75	17	8	447	10	5	43	31	21	440
D. There is no match.	6	0	0	1	33	1	33	1	33	433	3	0	20	20	60	428	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	0	0	2	33	2	33	2	33	432	9	0	43	29	29	436	17	5	44	31	20	441
B. about the same as my regular schoolwork	69	9	26	20	57	5	14	1	3	452	70	18	59	19	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	20	4	40	4	40	1	10	1	10	454	21	27	55	9	9	453	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	412	2	0	33	33	33	433	7	6	36	32	27	438
B. 30–45 minutes	8	0	0	1	25	1	25	2	50	428	15	9	39	30	22	441	25	7	52	28	12	444
C. 45–60 minutes	4	0	0	1	50	1	50	0	0	440	15	17	43	26	13	447	38	14	56	22	8	448
D. more than 60 minutes	87	13	29	25	56	6	13	1	2	453	69	20	64	13	3	452	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	50	1	50	0	0	0	0	453	5	25	63	13	0	451	3	4	36	31	28	438
B. two or three days a week	6	0	0	1	33	0	0	2	67	425	12	11	53	21	16	446	12	13	51	26	10	446
C. two or three times each month	65	9	26	20	59	4	12	1	3	453	51	20	60	15	5	451	32	15	58	20	7	449
D. never or almost never	25	3	23	5	38	4	31	1	8	448	32	16	52	22	10	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	44	8	35	11	48	2	9	2	9	453	31	25	52	17	6	451	26	12	50	25	13	445
B. two or three days a week	42	3	14	12	55	5	23	2	9	446	43	15	60	19	6	450	32	14	57	21	7	448
C. two or three times each month	12	1	17	4	67	1	17	0	0	451	21	12	61	18	9	448	26	13	56	22	8	448
D. never or almost never	2	1	100	0	0	0	0	0	0	464	5	25	38	13	25	445	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										7	40	40	20	0	456						
B.	0										26	5	79	5	11	446						
C.	100	0	0	0	0	1	100	0	0	440	33	8	67	25	0	449						
D.	0										33	8	63	17	13	448						